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ABSTRACT

This project involved field testing and revising the "Standards for Professional Development Schools" (PDSs) and developing an assessment process for their use. Eighteen PDS partnerships participated. They provided information and feedback, developed self-studies, hosted team visits, worked on visiting teams, and volunteered in ongoing work groups throughout the project. Representatives from the PDSs and members of the national advisory group collaborated to learn about the standards and about hosting visits and being a visiting team member. They collaboratively designed the process through which they could learn about the standards in order to revise them and learn how they could be used effectively to support and identify quality work in PDSs. Data collected during the field test provided the basis for making revisions. An introductory section discusses what PDSs are, why they are important, why PDS standards are important, how the standards were developed, key components embedded in the standards, how the standards are structured, elements of the standards, developmental guidelines, and how the standards and assessment process are connected. Section 1, "Standards and Elements," describes the standards: learning community, accountability and quality assurance, collaboration, diversity and equity, and structures, resources, and roles. Section 2, "Developmental Guidelines," presents guidelines for each of the standards. (SM)

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Standards *for*

Professional Development Schools

NCATE

The Standard of Excellence in Teacher Preparation

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The Standard of Excellence in Teacher Preparation

Standards for Professional Development Schools

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Acknowledgments

The goal of this project was to field-test and revise the *Standards for Professional Development Schools* (PDSs), and to develop an assessment process for their use. The eighteen PDS partnerships that were the pilot sites were at the heart of this effort. They organized themselves to participate, were responsive to continuous requests for information and feedback, developed intensive self-studies, hosted four-day team visits, participated on visiting teams, and volunteered individuals to become a part of intensive, on-going work groups throughout the course of the project. Many, many individuals at each pilot site were involved. In important ways, the work they did mirrored what is most valued in professional development schools.

Representatives from the pilot partnerships and members of the national advisory group came together as a community to learn about the standards, and to learn how to host a visit and be a visiting team member. Professional educators representing all the important PDS partners worked collaboratively to design the process through which we could both learn about the standards in order to revise them, and learn about how they could be used effectively to support and identify quality work in professional development schools. Data collected over the course of the field-test provided the basis upon which to make refinements and revisions to the standards. P–12 and university faculty, administrators, researchers, and policymakers participated in every step of this endeavor.

Earlier drafts of the standards were circulated and placed on NCATE's web site for comment. The broad PDS community was invited to respond. Their contributions were important. Members of NCATE and the NCATE staff were supportive throughout the project. I would particularly like to thank Art Wise, president of NCATE, for his unwavering support for this work.

I would like to acknowledge several individuals who made major contributions. Members of the standards revision group gave generously of their time and expertise. The group included: Kitty Boles, Mary Harris, Ric Hovda, Nancy Lauter, Steve Owens, Virginia Pilato, Kathe Rasche, Suzanne Rose, Marilyn Scannell, Sylvia Seidel, Vivian Troen, Sue Walters, and Bob Yinger. Consultant Roberta Trachtman helped structure the research agenda and implemented it; she ensured that we learned what we needed to know in order to meet our goals. Lee Teitel helped revise the Handbook for Assessing PDSs, ensuring it had rigor and was user-friendly. Sue Walters developed an outstanding program to train PDS site visitors. Vivian Troen helped refine the standards and develop the guidelines. Additionally, each played multiple roles in the project, beyond their principal responsibility, bringing their expertise and experience to every facet of our work. They all were expert visitors bringing important information back to the project. Tom Wilson, early in our assessment design work, made sure we kept our focus on what matters most in PDSs—teaching and learning. Most important, Associate Director Eleanor Churins contributed to every aspect of the project, and in addition made sure that the trains ran on time!

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Marsha Levine
Spring 2001

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Introduction

What Are Professional Development Schools?

Professional developments schools are innovative institutions formed through partnerships between professional education programs and P–12 schools. Their mission is professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning.

Professional development schools (PDSs) are real schools, often in challenging settings, which have been redesigned and restructured to support their complex mission. PDSs support professional and student learning through the use of an inquiry-oriented approach to teaching.

PDSs have distinct characteristics. They are learning environments that support candidate and faculty development within the context of meeting all children's needs. PDS partners are guided by a common vision of teaching and learning, which is grounded in research and practitioner knowledge. PDS partners share responsibility for professionals and students; they blend their expertise and resources to meet their shared goals. PDS partners hold themselves accountable, and they are accountable to the public for maintaining high standards for P–12 students, candidates, faculty, and other professionals. In order to accomplish their goals, PDS partners create new roles, responsibilities, and structures; they utilize their resources differently. Finally, PDS partnerships are committed to providing equitable learning opportunities for all, and to preparing candidates and faculty to meet the needs of diverse student populations.

Professional development school partners work together over time, building relationships and commitment to their shared goals. They develop new strategies, roles, and relationships to support their work. Together, they move to institutionalize their partnership so that it is supported and becomes a part of their institutions' expectations. At the most advanced stages of development, PDS partnerships influence policies and practices at the district, state, and national levels.

Why Are Professional Development Schools Important?

Increasingly, all students are expected to know more, have better skills, and show deeper understanding of content; they are expected to be able to demonstrate what they know and are able to do. While a major approach to meeting this challenge has been through standards-based reform and school restructuring at the P–12 level, this approach is necessary but not sufficient. Attention to teacher quality is critical. Recognizing this, educators have undertaken numerous reforms in professional preparation. What is often missing is an alignment between these two strategies.

PDSs are important because they bring together these two streams of reform. They support that necessary alignment and they go beyond it. For a long time, educators have sought ways for P–12 and professional education to effectively work together to the

benefit of both sectors. Educators in both schools and universities point to the gap between research and practice, and to the poor articulation between professional preparation and the real world of school reform. P–12 and university educators seek to develop the linkages that allow universities and schools to benefit from the relationship that is created between them.

Students, candidates, and faculty benefit as a result of opportunities to learn in the context of a PDS partnership. PDSs are settings in which new practitioners and P–12 and university faculty can learn to meet the challenges of 21st century education together, because the expertise and resources of both university and the schools support them.

Why Are Standards for PDSs Important?

These standards were developed for several reasons. First, NCATE recognizes that PDS partnerships have the potential power to support continuous improvement in both schools and universities. The proliferation of school/university partnerships over the last several years has been, at the same time, heartening and disquieting. It is heartening because so many educators have recognized the potential of these innovative partnerships; it is disquieting because many PDS partnerships are such "in name only". PDS standards, therefore, are intended to bring rigor to the concept of PDSs, so that its potential will not be lost.

Second, the standards are meant to support PDS partnerships as they develop. For this reason, the standards are accompanied by developmental guidelines meant to assist PDS partners as they move from one stage of development to the next. An important use of the standards is for developing leadership within the partnership itself.

Third, the standards and developmental guidelines are designed to be used in an assessment process, to provide feedback to PDS partners about their work. A visit process, closely aligned to the standards, has been developed and field-tested. There now exists a cadre of trained and experienced "visitors" who can conduct this assessment.

Fourth, policy makers at the national, state and local levels who want to create incentives and supports for PDSs may also use the standards, which provide guidance about what is of most importance in these partnerships. The standards can help link PDSs to the teacher quality agenda.

Finally, the standards can provide a critical framework for conducting and evaluating research that addresses the question of what outcomes are associated with PDS partnerships. Up until now such research lacked a commonly agreed upon set of conditions that could be used to define the setting and relate one study to another.

How Were the Standards Developed?

Representatives of the various constituencies of PDSs participated in the development of the initial draft standards. A process of inquiry, reflection, and discussion was supported by research and analysis of data assembled through a national survey, focus groups, and interviews, and by a comprehensive review of the literature.

Three years of field-testing followed. There were several purposes for the field-test. The first purpose was to *authenticate* the standards. The field-test needed to determine whether or how the standards reflected the real world of professional development schools. In order for them to be useful, the standards needed to reflect what was most important in these innovative partnerships. This process of authentication led to a *refinement* of the standards. Additionally, the field test allowed us to observe how PDS partnerships at varying stages of development related to these standards. This information allowed us to construct the developmental guidelines, which provide a kind of scaffolding for PDS development. Finally, the field-test was intended to help us better understand the relationship between the standards and the process for using them.

Eighteen PDS partnerships participated in the field-test. They were selected to reflect the diversity of participants in such partnerships, as well as stages of development.

Each partnership engaged in a self-study process and 16 hosted a site visit. Trained teams of PDS colleagues participated in four-day visits to these pilot sites. They developed site reports for each visit. In the course of the field-test, staff conducted focus groups, structured interviews, surveys with site participants, and intensive document analysis of both self-studies and visit team reports. This intensive process resulted in revisions of both the standards and the assessment process.

What Are the Key Concepts Embedded in the Standards?

The initial draft standards embodied a set of concepts or theoretical ideas about professional development schools. These ideas were embedded in the statements of principles and purposes of professional development schools that had been developed by groups such as the Holmes Group (now the Holmes Partnership), the National Network for Educational Renewal, the American Federation of Teachers, the National Education Association, and the National Center for Restructuring Education, Schools and Teaching. The PDS literature existing at the time, which was largely theoretical or descriptive in the form of case studies, supported these ideas. The field-test allowed for the examination of these ideas in real settings to learn more about them and how they applied to PDS partnerships involving diverse institutions, varying numbers of partnering institutions, and different levels of development. As a result of the field-test, key concepts were refined and new understandings about professional development schools were uncovered.

These ten key concepts are reflected in the content and the structure of the revised standards.

1. Time Before the Beginning

The initial draft standards recognized the importance of building professional development school partnerships on a foundation of shared interest, mutual commitment, and trust. This foundation is often laid by individuals from both schools and universities working together over some period of time. Partners either need to have this pre-existing relationship or spend time in their initial stages building it, before they can enter into the very difficult and high stakes work of a PDS partnership.

2. Integration of Professional and Student Learning Through Inquiry

Our understanding of what is unique about teaching and learning in a PDS has evolved over the course of the development of the initial draft standards and the field-test. Initially we identified candidate preparation, faculty development, student learning, and inquiry as the four functions of the PDS partnership. We believed that somehow these functions needed to be integrated and that integration resulted in what would be defined as PDS work. Parallel activities focused on each of the separate functions were neither acceptable conceptually, nor practical in the real world. Through the field-test we have learned how inquiry, often the function to get least attention, is the process through which professional and student learning are integrated. In PDS work, candidates and faculty, together, use a process of inquiry to identify and address the diverse learning needs of students. PDS partners and candidates engage in inquiry:

- to identify and meet students' learning needs;
- to effect candidate learning; and
- to determine their professional development agenda.

3. Placing Students at the Center of PDS Work

Placing students' needs at the center of PDS work is critical to achieving the integration of professional and student learning. PDS partners and candidates focus on identifying and meeting students' diverse learning needs by drawing on academic and practitioner knowledge. Just as the patient provides the curriculum for medical students, residents, and staff physicians in a teaching hospital, the P–12 students provide the focus for candidate learning and faculty development in a PDS. The curriculum for candidates or for professional development for teachers does not come from outside the school. Rather, it is generated from the needs of students in the PDS.

4. Learning in the Context of Practice

PDSs embrace the concept that certain kinds of learning occur best in the context of real world practice. Candidates learn about teaching and what to teach in the university; they learn how to teach in schools. Similarly, some aspects of student learning are best achieved by *doing*. Professional development schools are grounded in this concept and designed to support this kind of learning.

5. Boundary Spanning

University and school partners share responsibility for candidate preparation, faculty development, and student learning. In order to accomplish this, partners and candidates must cross institutional boundaries to develop new roles and relationships. Partners take active roles as teachers and learners in each other's partnering institutions; cohorts of candidates assume appropriate responsibilities in schools.

6. Blending of Resources

Partners must use their resources differently in order to achieve their goals—blending, reallocating, restructuring, and integrating their funds, time, personnel, and knowledge.

7. Principal Partners and Institutional Partners

PDS partnerships exist on more than one level. There are principal partners (higher education and P–12 faculty) in a PDS who agree to work together, but institutional partners (school district, teachers union or professional association, and university) support their work. Absent the support of institutional partners, the PDS partnership can be severely limited in its development.

8. The Expanded Learning Community

The learning community of the PDS partnership extends beyond the principal and institutional partners and includes other educators, parents, and the community. The involvement of arts and sciences faculty is important in the content and clinical preparation of candidates, the professional development of faculty, and the quality of learning for the P–12 students. Families and community members need to understand and support the partnership that exists between their children's school and the university. It is their right and responsibility to be informed and, as families, they bring important knowledge about their children into the partnership.

9. The PDS as a Standards-Bearing Institution

PDSs have a unique role in the preparation and development of professionals and in school reform. They are dedicated to the support of good teaching and learning and are committed to implementing standards for professionals, curriculum content standards, student learning standards, and institutional standards for schools and universities.

10. Leveraging Change

PDS partnerships can lead to changes in policies and practices within the partnering institutions. Because the work is inquiry-based and focused on improving teaching and learning for candidates, professionals, and students, PDS partnerships generate new knowledge that is relevant to both university and schools. At the height of their development, PDS partnerships can have impact on local, state, and national policy.

How are the Standards Structured?

There are five standards that address the characteristics of PDSs:

- Learning community
- Accountability and quality assurance
- Collaboration
- Equity and diversity
- Structures, resources and roles.

PDS partners implement these characteristics in unique ways. The five PDS standards are strongly connected and in many instances they overlap. Consequently, they should be viewed together as a whole.

Elements

Each standard consists of several elements. The elements were identified through intensive analysis of field-test data regarding PDS practices and policies. They represent what we understand about PDS practices and policies and the results associated with them. Each element is mentioned in the standard and then explained in narrative form. Elements within each standard are related to each other. This narrative describing each element of the standard can be found in the developmental guidelines in the *At Standard* stage.

Developmental Guidelines

The standards may be used by PDS partnerships at varying stages of development. To facilitate this, developmental guidelines accompany the standards. They also were developed on the basis of data collected during the field test. Four stages of development are identified. The standards apply to all stages of development; what varies is the degree of commitment, level of expertise, the degree of institutionalization and support, and the impact the PDS partnership has outside its partnering institutions.

The guidelines are cumulative in structure, e.g., expectations at any given stage include all expectations for preceding stages of development although the language is not repeated. The content included for each stage stresses those policies and practices that are associated with the specific criteria for that stage.

The criteria are as follows:

> **Beginning Level**—Beliefs, verbal commitments, plans, organization and initial work are consistent with the mission of PDS partnerships. This means that even at the earliest stage of development PDS partners are committed to the key concepts of PDSs and their earliest work addresses how to take initial steps in that direction.
>
> **Developing Level**—Partners are pursuing the mission of the PDS partnership and there is partial institutional support. At the developing stage, partners are engaged in PDS work in many ways. However, their supporting institutions have not yet made changes in their policies and practices that would provide evidence of institutionalization.
>
> **At Standard**—The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and it reflects what is known about the best practices. At this stage partners work together effectively resulting in positive outcomes for all learners. Partnering institutions have made changes in policies and practices that reflect what has been learned through PDS work, and that support PDS participants in meaningful ways.
>
> **Leading Level**—Advanced PDS work is sustaining and generative, leading to systematic changes in policy and practice in partner institutions, as well as influencing policy at the district, state, and national levels. At this stage of development, the PDS partnership has reached its potential for leveraging change

outside its boundaries and its supporting institutions, and has an impact in the broader education community.

Glossary

There has been little clarity among educators about the definition of PDS partnerships, who is involved, and how. This document includes a list of definitions and terms that are used in this introduction and within the standards and developmental guidelines. These definitions and terms were arrived at through the field-test experience and analyses of data that followed. Readers are advised to turn to the glossary at the back of this document, for a clearer understanding of what is intended in the standards.

How Are the Standards and Assessment Process Connected?

The PDS standards and the processes for using them are closely connected. The assessment processes (both self-study and assessment team visit) were designed to reflect what was important in PDSs and therefore what was important in the standards. The assessment processes mirror the standards in the following ways:

- PDSs are developmental. Their focus is on supporting professional and student development, and as institutions they are themselves evolving and developing. Therefore, the assessment process focuses on stages of development. The assessment process recognizes that PDSs develop unevenly. Within a standard, a PDS partnership may show evidence of uneven development among the elements. The developmental guidelines are designed to be used holistically. Partners and visitors will draw conclusions and develop statements of standing for each standard separately.
- The key concepts in the standards define PDS work. The self–study and visit are designed with PDS work as the focus and the entry point for the assessment.
- Accountability and quality assurance are critical characteristics of PDSs. The standards address these directly. The assessment process is designed to focus on standards, criteria for participation, and learning outcomes for all.
- Collaboration is a critical characteristic of PDSs. There is a standard for collaboration. In order to carry out a self-study, members of the PDS partnership must collaborate with one another. Team membership must reflect all the partners in a PDS and they are required to work together and reach consensus.
- Candidate learning and professional development come about through inquiry that is focused on P–12 student needs. This concept permeates the standards. The partnership and visitors must engage in an inquiry process as they assess the partnership.

The standards were field-tested by single school and multiple school PDS partnerships. The standards are applicable to these different configurations. The assessment processes have been refined to allow these different patterns of partnership to engage in both self-

studies and visits. For self-study purposes, single school PDS partnerships can use the standards to assess their relationship and their PDS work in depth. In multiple school PDS partnerships, each PDS, together with their university partner, can conduct a similar in-depth assessment. Using these self-studies, the larger partnership can then examine its commitments and implementation of the standards across their PDS sites. The *Handbook for the Assessment of Professional Development Schools* provides a guide to using the standards in these ways.

Section 1. Standards and Elements

Standard I: Learning Community

The PDS is a learning-centered community that supports the integrated learning and development of P–12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

The PDS partnership includes principal and supporting institutions and individuals. The principal PDS partners are members of the P–12 schools and professional preparation programs who agree to collaborate. The supporting PDS partner institutions include the university, the school district, and the teacher union or professional education association(s). Arts and sciences faculty, other interested school and university faculty, family members, community members, and other affiliated schools are important PDS participants in the extended learning community.

Elements

Support Multiple Learners. The PDS provides an environment that simultaneously supports the learning of P--12 students, candidates, faculty, and other professionals in an integrated way.

Field experiences and clinical practice in the PDS provide candidates with opportunities for full immersion in the learning community. As members of the school faculty, with role descriptions appropriate to their levels of skills and knowledge, candidates share responsibility with PDS partners for the learning of P–12 students.

Significant numbers of school faculty participate in candidates' preparation by sharing their expertise, skills, and knowledge as mentors, co-teachers, and colleagues in study groups, seminars, committees, and other professional, collegial activities.

University faculty share their expertise, skills, and knowledge to support school improvement through direct and active participation in the PDS. University and school faculty share responsibility for P–12 student and candidate learning using a "whole-team" approach that includes family members. University faculty, school faculty, and candidates work as a team to support the learning of P–12 students.

Work and Practice are Inquiry-Based and Focused on Learning. Practice in the PDS and partnering university is inquiry-based and an inquiry orientation weaves together learning, accountability, and faculty development.

Inquiry is used routinely at an individual classroom, departmental, and school-wide level (at school and university) to inform decisions about which approaches to teaching and learning work best.

Develop a Common Shared Professional Vision of Teaching & Learning Grounded in Research and Practitioner Knowledge. Because PDS partners believe that adults and children learn best in the context of practice, they develop and implement learning experiences and assessment processes that allow P–12 students, candidates, faculty, and other professionals to demonstrate what they know and are able to do.

The learning experiences and assessment processes in the PDS reflect the most current research and the most advanced wisdom of practitioners.

Serve as Instrument of Change. Inquiry-based practice in the PDS sits at the intersection of professional education reform and school improvement. Because the professional preparation program and the school both view the PDS partnership as integral to their individual purposes, the PDS partnership leverages significant change.

By integrating their expertise and knowledge of practice, PDS partners develop new approaches for examining and improving the practices of individuals and the policies of both institutions.

Changes in policy and practice contemplated by PDS partner institutions are routinely filtered through the lens of the PDS partnership.

Extended Learning Community. The PDS partnership includes multiple partner institutions and has established relationships with multiple schools.

A process is in place to articulate, understand, and address the professional and cultural differences of the various institutional partners.

The PDS participants include arts and sciences faculty, family members, and members of the community.

Standard II: Accountability and Quality Assurance

PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all P–12 students, candidates, faculty, and other professionals. The PDS partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

Elements

Develop Professional Accountability. PDS partners connect their questions about learning by P–12 students, candidates, faculty, and other professionals to the PDS's purposes and mission, and to the practices and beliefs of participants.

Through the process of asking and answering questions, partners examine whether and how much the PDS partnership increases learning for all. A continuous process of assessment and evaluation based on local, state, and national standards is integrated into the PDS partnership, resulting in continual refinement of practices and increased professionalism.

They use their analyses to make constructive changes at the individual, institutional, and partnership levels.

Assure Public Accountability. PDS partners provide the public with evidence about what faculty, candidates, and P–12 students know and are able to do, and the values and commitments toward which PDS partners and candidates are disposed.

The PDS partnership develops strategies for engaging families, policy makers, and the business community in sharing responsibility for the learning of P–12 students, candidates, faculty, and other professionals.

Set PDS Participation Criteria. The PDS partner institutions are accredited. Both demonstrate a capacity to use results to improve practice.

The open and public process for recruiting and selecting PDS faculty and other professionals reflects the partners' shared beliefs about the skills and knowledge they value. PDS school faculty are licensed in the fields they teach and supervise. All PDS partners are experienced and recognized for their competence in their field.

PDS partners participate in professional development activities to prepare for their new roles.

As professionals, PDS partners develop criteria consistent with state and national standards for candidates' admission to and completion of the preparation program and make recommendations for candidate certification based on the standards.

Develop Assessments, Collect Information, and Use Results. PDS partners develop the capacity to take knowledge-based action by regularly collecting information about the ways in which individuals' practices and institutional policies affect the achievement of P–12 students.

The partners revise their teaching and learning approaches by testing new ideas and questioning current norms and practices as they impact individual P–12 student achievement.

As PDS partners systematically examine results related to how well, how much, and which P–12 students, candidates, faculty, and other professionals are learning, they begin a process of continuous assessment, reflection, and action that results in continuous improvement of learning for all PDS participants. They use multiple measures and multiple assessors to evaluate faculty and candidate skills, knowledge, and dispositions in relation to national, state, and unit standards.

Engage with the PDS Context. The PDS partnership is engaged in continual dialog with the school district, community, state, professional education unit, and the college/university regarding achievement of goals and impact of institutional/community supports and constraints on PDS work.

As the PDS partnership continues to develop appropriate and consistent ways to provide all of its "publics" with evidence that participants are achieving their goals, the PDS partnership regularly examines the supports and constraints provided by the larger institutions and communities to which the PDS and the university are connected.

The partners explicitly examine the congruence between the work of the PDS partnership and local, state, and national, education policies.

Standard III: Collaboration

PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and making a commitment to each other to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

Elements

Engage in Joint Work. PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals.

Deeper levels of collaboration blur the boundaries between and among partner institutions. Fully integrated decision making for the PDS partnership exists in areas that were formerly the sole domain of one of the partner institutions.

PDS participants invite engagement with and critique from the broader education and policy communities.

Arts and sciences, school, and university faculty together plan for and implement the candidates' curriculum and instruction. PDS partners select and prepare school and university faculty to mentor and supervise candidates.

In response to the needs demonstrated by P–12 students, PDS partners collaboratively design staff development initiatives and undertake improvement-oriented inquiries.

The PDS partners set standards for participation and learning outcomes together. The PDS partnership involves families.

Design Roles and Structures to Enhance Collaboration and Develop Parity. Norms, roles, structures, and resource allocations in the PDS partnership reflect the PDS partner institutions' commitment to parity.

PDS partnership committees include representatives from constituent groups and clearly define the expectations and responsibilities of partner institutions.

The PDS partnership designs structures, including reward structures, to support collaboration among PDS partners, within the partnering institutions, and among the extended learning communities.

Systematically Recognize and Celebrate Joint Work and Contributions of Each Partner. PDS partner institutions maintain the norm of joint and collaborative work. Appreciating, valuing, and celebrating PDS work by all members of the partnership is an important part of the culture and reward structure.

Standard IV: Diversity and Equity

PDS partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P–12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

Elements

Ensure Equitable Opportunities to Learn. PDS partners and candidates systematically analyze data to address the gaps in achievement among racial groups.

PDS partners implement curricula in the university and school programs that reflect issues of equity and access to knowledge by diverse learners. PDS partners and candidates are able to teach from multicultural and global perspectives that draw on the histories, experiences, and diverse cultural backgrounds of all people.

By integrating the aspirations identified by P–12 students and families, PDS partners and candidates increase their capacity to support P–12 students with exceptionalities and those from diverse groups including ethnic, racial, gender, and socioeconomic groups.

Evaluate Policies and Practices to Support Equitable Learning Outcomes. The PDS partnership implements processes to evaluate the extent to which the PDS partner institutions provide equitable learning opportunities and outcomes. Partner institutions evaluate their processes for using results. The PDS partners systematically examine how their curricula, instructional approaches, and assessment strategies affect outcomes for diverse P–12 students and candidates.

PDS partners use multiple and varied assessment approaches to measure learning in the PDS. P–12 students and candidates with diverse learning needs show continuing achievement gains.

PDS partners engage increasing numbers of families and community members in support of P–12 student learning.

Recruit and Support Diverse Participants. The PDS partner institutions uphold practices and policies to recruit diverse candidates, faculty, and other professionals to engage in PDS work.

The PDS partner institutions provide candidates with an array of academic, financial, and social support mechanisms to increase their success.

Candidates and PDS partners develop and demonstrate their capacity to work well with diverse learners and their families at partnership sites.

The PDS partnership includes PDSs or affiliated schools in diverse communities.

Standard V: Structures, Resources, and Roles

The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P–12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P–12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

Elements

Establish Governance and Support Structures. The PDS partnership is integral to the operation of both the school and the university; the PDS is used in job descriptions, course catalogs, integrated into core values, culture and, in general, is "woven into the fabric" of the partner institutions.

A critical mass of participants—both within and across the partner institutions—are engaged in the PDS partnership, including those in leadership and authority positions.

The governing council meets regularly and engages a range of faculty, staff, and administrators from partner institutions in systematic oversight of collaborative work.

The work, governance, and support structures of the PDS partnership include arts and sciences faculty, as well as family and community groups.

Ensure Progress Towards Goals. The PDS partner institutions implement a process to evaluate needs and effectiveness in light of the PDS partnership's mission.

Create PDS Roles. The PDS partner institutions create and modify existing roles, moving beyond traditional roles and institutional borders to support the PDS mission.

Partner institutions encourage, develop, and support boundary-spanning roles. The partner institutions establish job descriptions for roles that include qualifications for entry, performance criteria, and processes for entry and exit.

PDS-related work is woven into the regular job descriptions of PDS partners, and is not an "add-on."

Participants in these new roles are prepared and supported in them through a range of professional development activities.

The reward system, including salaries, incentives, promotion, and tenure, at partner institutions reflects the importance of PDS work.

Resources. Partner institutions garner and allocate resources to support PDS work. As part of their institutional commitment to the PDS partnership, the partner institutions provide participants with specific resources including time, space, incentives, professional expertise, leadership, vision, technology, public relations, and access to community partners to advance the PDS work.

PDS partners develop and monitor an annual budget that commits shared resources to the PDS. Adequate resources are available; including budget lines at partner institutions that permit PDS partners to do PDS work during their regular workday.

Use Effective Communication. PDS partner institutions create communication links with the broader school district and university communities. Partners institutions receive and exchange information about PDS work plans, resources, and structures

Section 2. Developmental Guidelines

Standard I: Learning Community—Developmental Guidelines

The PDS is a learning-centered community that supports the integrated learning and development of P–12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

The PDS partnership includes principal and supporting institutions and individuals. The principal PDS partners are members of the P–12 schools and professional preparation programs who agree to collaborate. The supporting PDS partner institutions include the university, the school district, and the teacher union or professional education association(s). Arts and sciences faculty, other interested school and university faculty, family members, community members, and other affiliated schools are important PDS participants in the extended learning community.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Criteria used to construct levels	*Beliefs, verbal commitments, plans, organization, and initial work are consistent with the mission of PDS partnerships.*	*The PDS partners pursue the mission of a PDS partnership with partial institutional support.*	***The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and reflects what is known about the best practices.***	*Advanced PDS work is sustaining and generative, leading to:* *1. Systemic changes in policy and practice in the partner institutions.* *2. Impact on policy at the district, state, and national levels.*
Support Multiple Learners.	PDS participants plan an environment that simultaneously supports the learning of P–12 students, candidates, faculty, and other professionals. Their plans include the creation of field experiences and clinical practice to provide candidates with opportunities for full immersion in the learning community, professional development opportunities for faculty and other professionals, and an inquiry orientation to improve P–12 student learning.	The PDS environment provides support for integrated learning experiences that focus on adult and children's learning, but these experiences may occur unevenly or without intentional communication among implementing groups. Candidates are in the PDS for extended periods of time and some effort is made to incorporate candidates into the school faculty. Candidates share responsibility with PDS partners for the learning of P–12 students. School faculty participate in candidates' preparation by serving	The PDS provides an environment that simultaneously supports the learning of P–12 students, candidates, faculty, and other professionals in an integrated way. Field experiences and clinical practice in the PDS provide candidates with opportunities for full immersion in the learning community. As members of the school faculty, with role descriptions appropriate to their levels of skills and knowledge, candidates share responsibility with PDS partners for the learning of P–12 students. Significant numbers of school faculty participate in candidates' preparation by serving as mentors, co-teachers, and	Using a shared approach to candidate preparation, PDS partners include arts and sciences, professional education, and school faculty. Mechanisms are in place for PDS partners to share results and new knowledge with others in the extended learning community. All learners use their new knowledge to inform practice. Institutions and local and state entities use PDS generated knowledge to inform policies.

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Element	*Beginning*	*Developing*	*At Standard*	*Leading*
		as mentors, co-teachers, and colleagues in study groups, seminars, committees, and other professional, collegial activities. University faculty share their expertise, skills, and knowledge to support school improvement and candidate learning.	colleagues in study groups, seminars, committees, and other professional, collegial activities. University faculty share their expertise, skills, and knowledge to support school improvement through direct and active participation in the PDS. University and school faculty share responsibility for P–12 student and candidate learning using a "whole-team" approach that includes family members. University faculty, school faculty, and candidates work as a team to support the learning of P–12 students.	
Work and Practice are Inquiry-Based and Focused on Learning.	The PDS participants articulate a shared goal of improving and assessing the learning of P–12 students, candidates, faculty, and other professionals. They express the belief that action research and other forms of inquiry are valuable tools in improving instruction.	Inquiry and action research are being used in some classrooms, but there may not be a clear conception of connections among the learning of P–12 students, candidates, and experienced educators. Some university and school faculty visit classrooms to observe each other's practice and to collect and share data; some use student outcome data to modify curriculum and instruction.	Practice in the PDS and partnering university is inquiry-based and an inquiry orientation weaves together learning, accountability, and faculty development. Inquiry is used routinely at an individual classroom, departmental, and school-wide level (at school and university) to inform decisions about which approaches to teaching and learning work best.	Sustained collaborative inquiry into improved learning for P–12 students is at the center of the partnership's vision and practices. Vehicles for sharing ideas and practices that have been successful in the PDS partnership are in place and are used to influence practice in the school district(s) and throughout the university (arts and sciences as well as professional education unit). The PDS participants share their inquiry-based learning experiences and results with audiences beyond the local PDS partnership.
Develop a Common Shared Professional Vision of Teaching & Learning Grounded in Research and Practitioner	PDS partners have a vision that includes an articulated set of beliefs about teaching and learning for P–12 students, candidates, and PDS partners. They have a plan to support P–12 student and professional learning in the context of practice.	PDS partners can articulate the partnership's vision and beliefs about learning in the context of practice for P–12 students, candidates, faculty, and other professionals. PDS partners can link some practices to their commonly-held beliefs. There are some examples of thoughtfully designed learning	Because PDS partners believe that adults and children learn best in the context of practice, they develop and implement learning experiences and assessment processes that allow P–12 students candidates, faculty, and other professionals to demonstrate what they know and are able to do. The learning experiences and assessment processes in the PDS reflect the most	Substantive conversations about teaching and learning infuse the PDS partnership. There is a process for reviewing and revising the shared vision as the knowledge base of the PDS partnership changes.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Knowledge.		experiences and assessments based on these beliefs.	current research and the most advanced wisdom of practitioners.	
Serve as Instrument of Change.	PDS partners envision the PDS as an instrument for school and university improvement. School district and university support the PDS partnership and its potential to provide exemplars of inquiry-based practice and to impel policy changes.	The PDS partnership has begun to realize its potential for changing school and university practice. Some members of each faculty have changed their instructional strategies, curriculum emphases, or research focuses as a result of their PDS activities. PDS partners are represented on each other's governing and policy boards.	Inquiry-based practice in the PDS sits at the intersection of professional education reform and school improvement. Because the professional preparation program and the school both view the PDS partnership as integral to their individual purposes, the PDS partnership leverages significant change. By integrating their expertise and knowledge of practice, PDS partners develop new approaches for examining and improving the practices of individuals and the policies of both institutions. Changes in policy and practice contemplated by PDS partner institutions are routinely filtered through the lens of the PDS partnership.	The PDS partnership produces outcome data that drive changes in how P–12 students, candidates, faculty, and other professionals learn. Partner institutions change policies and practices as a result of work done in PDSs. Multiple avenues for interaction with the profession, family members, and policymakers lead to policies and practices that reflect outcomes of PDS work. Intentional policies and practices at the institutional, local, and state level support PDS partnerships.
Extended Learning Community.	Although the relationship between the school and university may engage PDS partners in a limited fashion, there are plans for extending the learning community. There is a plan for creating a forum to share practices and policies with other PDSs in the partnership and affiliated schools.	PDS partners recognize the importance of extending the learning community to include family members, community members, arts and sciences faculty, and others. They have made efforts to involve at least one of these groups in their work. The PDS partnership has developed a forum for sharing practices and policies across PDSs and affiliated schools.	The PDS partnership includes multiple partner institutions and has established relationships with multiple schools. A process is in place to articulate, understand, and address the professional and cultural differences of the various institutional partners. The PDS participants include arts and sciences faculty,. family members, and members of the community.	The PDS partnership functions as an extended learning community for all participants, including arts and sciences faculty, family members, and other community, district, and university members. Structures exist for linking the policy-making groups of all partner institutions. Arts and sciences faculty are full partners in the PDS partnership, utilizing the professional education conceptual framework to guide teaching and learning practices for candidates. PDS partners engage family members in focusing on identifying students' needs. Family members are fully informed as stakeholders in PDS work.

Standard II: Accountability and Quality Assurance—Developmental Guidelines

PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all P–12 students, candidates, faculty, and other professionals. The PDS partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Criteria used to construct levels	*Beliefs, verbal commitments, plans, organization, and initial work are consistent with the mission of PDS partnerships.*	*The PDS partners pursue the mission of a PDS partnership with partial institutional support.*	***The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and reflects what is known about the best practices.***	*Advanced PDS work is sustaining and generative, leading to:* *1. Systemic changes in policy and practice in the partner institutions.* *2. Impact on policy at the district, state, and national levels.*
Develop Professional Accountability.	PDS partners have a plan in place for the collaborative development and prioritization of important questions about P–12 student, candidate, faculty and other professionals' learning. They also have a plan in place for using local, state, and national standards for assessing all P–12 students, candidates, faculty and other professionals' learning.	PDS partners develop several important questions related to P–12 student, candidate, faculty, and other professionals' learning. Data are collected systematically to answer questions. Partners analyze data together and make some changes in practice as a result. PDS partners implement the plan for assessing P–12 student, candidate, faculty, and other professionals' learning based on local, state, and national standards.	PDS partners connect their questions about learning by P–12 students, candidates, faculty, and other professionals to the PDS's purposes and mission, and to the practices and beliefs of participants. Through the process of asking and answering questions, partners examine whether and how much the PDS partnership increases learning for all. A continuous process of assessment and evaluation based on local, state, and national standards is integrated into the PDS partnership, resulting in continual refinement of practices and increased professionalism. They use their analyses to make constructive changes at the individual, institutional, and partnership levels.	PDS partners use the outcomes of standards-based reviews to influence institutional policy. The PDS partner institutions play a leadership role in the larger community, shaping the discussion of changes in policies and practices.
Assure Public Accountability.	The school faculty report student achievement data to	PDS partners are engaged in reporting to the public about the	PDS partners provide the public with evidence about what faculty, candidates,	PDS partner institutions provide leadership in shaping the discussion

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
	families and community. PDS partners explore ways to collect and report evidence related to school and university faculty knowledge, skills, and dispositions. PDS partners discuss ways to engage families, policymakers, and the business community in shared responsibility for learning of P–12 students, candidates, faculty, and other professionals.	knowledge, skills, and dispositions of P–12 students and candidates. A format for reporting evidence about faculty knowledge, skills, and dispositions is in place. The PDS participants include at least one of the following groups in shared responsibility for learning of P–12 students, candidates, faculty, and other professionals: families, policy makers, and/or the business community.	and P–12 students know and are able to do, and the values and commitments toward which PDS partners and candidates are disposed. The PDS partnership develops strategies for engaging families, policy makers, and the business community in sharing responsibility for the learning of P–12 students, candidates, faculty, and other professionals.	about public accountability. Families, community members, policymakers, and the business community are fully engaged with the PDS partnership.
Set PDS Participation Criteria.	PDS partners develop explicit criteria for PDS participants at the institutional and individual levels. The PDS partner institutions are accredited or planning for accreditation. PDS partners identify skills and knowledge for faculty and plan training. Partners discuss criteria for candidates' admission, program completion, and certification, and the relationship of these criteria to national standards.	By establishing clear and shared criteria for individuals and institutions, PDS partners underscore their commitment to making informed choices. PDS partners establish explicit, public criteria for recruiting and selecting PDS participants. Partner institutions are accredited or undertake a similar institutional review and use results. Most PDS partners participate in training for new roles. Partners are aligning criteria for candidates' admission, program completion, and certification with national standards.	The PDS partner institutions are accredited. Both demonstrate a capacity to use results to improve practice. The open and public process for recruiting and selecting PDS faculty and other professionals reflects the partners' shared beliefs about the skills and knowledge they value. PDS school faculty are licensed in the fields they teach and supervise. All PDS partners are experienced and recognized for their competence in their field. PDS partners participate in professional development activities to prepare for their new roles. As professionals, PDS partners develop criteria consistent with state and national standards for candidates' admission to and completion of the preparation program and make recommendations for candidate certification based on the standards.	The PDS partner institutions review criteria for individual and institutional partners, standards-based criteria for candidates' admission to and completion of the preparation program, and ongoing professional development for PDS partner roles on a regular basis. All PDS partners are licensed in the fields they teach or supervise and are master teachers and recognized for their competence in their field.
Develop Assessments, Collect Information,	School faculty collect some data about P–12 student achievement and examine the impact of current practices	PDS partners collect data from multiple sources and examine them systematically to identify the impact of individual teaching practices on	PDS partners develop the capacity to take knowledge-based action by regularly collecting information about the ways individuals' practices and institutional	The PDS partner institutions use the outcomes of continuous assessment, reflection, and actions as the lever for influencing public practices and

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
and Use Results.	and norms on student learning. The PDS partners' primary focus is on evaluation of candidate skills, knowledge, and dispositions in relationship to national standards. Candidate assessment is seen as the primary responsibility of university faculty, with some input from school faculty.	P–12 student achievement. Partners are beginning to look at the impact of PDS programs and activities on student learning. PDS partners have begun some informal assessments of faculty skills, knowledge, and dispositions. Candidate assessment is seen as a shared responsibility among partners, with a greater range of assessments in place or being planned.	policies affect the achievement of P–12 students. The partners revise their teaching and learning approaches by testing new ideas and questioning current norms and practices as they impact individual P–12 student achievement. As PDS partners systematically examine results related to how well, how much, and which P–12 students, candidates, faculty, and other professionals are learning, they begin a process of continuous assessment, reflection, and action that results in continuous improvement of learning for all PDS participants. They use multiple measures and multiple assessors to evaluate faculty and candidate skills, knowledge, and dispositions in relation to national, state, and unit standards.	policies related to professional education quality and student achievement.
Engage with the PDS Context.	PDS partners have begun to explore the institutional and community supports and constraints to PDS work. Partners are aware of the need to engage with institutions and policymakers to influence policies.	PDS partners have a clear picture of the institutional and community supports and constraints to PDS work and have a plan for influencing institutional and community policies. PDS partner institutions have begun to develop inter-institutional relationships and connections with policymakers to influence policies and practices related to PDS work.	The PDS partnership is engaged in continual dialog with the school district, community, state, professional education unit, and the college/university regarding achievement of goals and impact of institutional/community supports and constraints on PDS work. As the PDS partnership continues to develop appropriate and consistent ways to provide all of its "publics" with evidence that participants are achieving their goals, the PDS partnership regularly examines the supports and constraints provided by the larger institutions and communities to which the PDS and the university are connected. The partners explicitly examine the congruence between the work of the PDS partnership and local, state, and national education policies.	The PDS partnership engages with other institutions and policymakers to influence policies and practices related to PDS work.

Standard III: Collaboration—Developmental Guidelines

PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Criteria used to construct levels	*Beliefs, verbal commitments, plans, organization, and initial work are consistent with the mission of PDS partnerships.*	*The PDS partners pursue the mission of a PDS partnership with partial institutional support.*	***The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and reflects what is known about the best practices.***	*Advanced PDS work is sustaining and generative, leading to:* *1. Systemic changes in policy and practice in the partner institutions.* *2. Impact on policy at the district, state, and national levels.*
Engage in Joint Work.	PDS partners collaboratively develop a plan for joint work that shapes the learning of candidates as well as P–12 students. The plan supports collaborative decision-making approaches and strategies to implement the work of the PDS. The plan also delineates shared institutional goals and leadership and resource commitments.	PDS partners collaborate on a variety of activities relating to candidate preparation, P–12 student learning, and structural change(e.g., time and resource allocation). In general, the partners jointly implement lower stakes decisions and practices , with evidence of isolated examples of higher-stakes joint decision-making efforts.	PDS partners use their shared work to improve outcomes for P–12 students, candidates, faculty, and other professionals. Deeper levels of collaboration blur the boundaries between and among partner institutions. Fully integrated decision making for the PDS partnership exists in areas that were formerly the sole domain of one of the partner institutions. PDS participants invite engagement with and critique from the broader education and policy communities. Arts and sciences, school, and university faculty together plan for and implement the candidates' curriculum and instruction. PDS partners select and prepare school and university faculty to mentor and supervise candidates. In response to the needs demonstrated by	Collaboration expands the sphere of the partnership to include others in the university and community. The deeper involvement of district, union or professional education association, university, and community members allows for the spread of ideas to the broader sphere. Partners are engaged in simultaneous and mutual renewal and are willing and able to challenge one another on policies that might get in the way.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
			P–12 students, PDS partners collaboratively design staff development initiatives and undertake improvement-oriented inquiries. The PDS partners set standards for participation and learning outcomes together. The PDS partnership involves families.	
Design Roles and Structures to Enhance Collaboration and Develop Parity.	The development of new roles and the necessary reallocation of resources are discussed and agreed to by the PDS participants. PDS participants agree to operate the PDS in ways that recognize and encourage parity among the partners.	New roles for PDS participants are evident for some members. There is evidence of parity in some of the decision-making processes and resource allocations.	Norms, roles, structures, and resource allocations in the PDS partnership reflect the PDS partner institutions' commitment to parity. PDS partnership committees include representatives from constituent groups and clearly define the expectations and responsibilities of partner institutions. The PDS partnership designs structures, including reward structures, to support collaboration among PDS partners, within the partnering institutions, and among the extended learning communities.	Long-term shifts of culture and norms are woven into the partner institutions, including roles and mutual expectations and commitments of participants. All PDS partner institutions are committed to the renewal and improvement of schools and teacher education. PDS partner institutions engage district and state policymakers to allocate additional resources for PDS partners and support changes in roles and structures at institutional levels.
Systematically Recognize and Celebrate Joint Work and Contributions of Each Partner.	Joint work in the PDS is expressed as a value of the PDS participants and institutional leaders.	PDS partner institutions respect and value the beliefs, needs, and goals of all participants. Partners depend on each other to accomplish some of their professional goals.	PDS partner institutions maintain the norm of joint and collaborative work. Appreciating, valuing, and celebrating PDS work by all members of the partnership is an important part of the culture and reward structure.	Appreciating, valuing, and celebrating PDS work by all PDS partner institutions is a routine and widespread part of the culture and reward structure. District and state policymakers recognize and reward PDS work.

Standard IV: Diversity and Equity—Developmental Guidelines

PDS partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P–12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Criteria used to construct levels	*Beliefs, verbal commitments, plans, organization, and initial work are consistent with the mission of PDS partnerships.*	*The PDS partners pursue the mission of a PDS partnership with partial institutional support.*	***The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and reflects what is known about the best practices.***	*Advanced PDS work is sustaining and generative, leading to:* *1. Systemic changes in policy and practice in the partner institutions.* *2. Impact on policy at the district, state, and national levels.*
Ensure Equitable Opportunities to Learn.	PDS partners and candidates examine the gaps in achievement among racial groups. PDS partners and candidates examine the curricula of the university and school programs in light of issues of equity and access to knowledge by diverse learners. PDS partners begin to expand their curricula to include multicultural and global perspectives. PDS partners and candidates begin to engage in learning experiences that allow them to develop the proficiencies to support P–12 students with exceptionalities and those from diverse groups including ethnic, racial, gender, and socioeconomic	PDS partners and candidates develop systems to use information to address the gaps in achievement among racial groups. The curricula in the university and school programs reflect issues of equity and access to knowledge by diverse learners. PDS partners and candidates begin to teach from multicultural and global perspectives that draw on the histories, experiences, and diverse cultural backgrounds of all people. PDS partners and candidates implement strategies to support P–12 students with exceptionalities and those from diverse groups including ethnic, racial, gender, and socioeconomic groups. Familial aspirations for children broaden the PDS's understanding of multiple measures of student success.	PDS partners and candidates systematically analyze data to address the gaps in achievement among racial groups. PDS partners implement curricula in the university and school programs that reflect issues of equity and access to knowledge by diverse learners. PDS partners and candidates are able to teach from multicultural and global perspectives that draw on the histories, experiences, and diverse cultural backgrounds of all people. By integrating the aspirations identified by P–12 students and families, PDS partners and candidates increase their capacity to support P–12 students with exceptionalities and those from diverse groups including ethnic, racial, gender, and socioeconomic groups.	PDS partners present data to the professional and policymaking community showing the ways in which they have decreased the gaps in achievement among racial groups. PDS partner institutions create mechanisms to disseminate curricula in the university and school programs that reflect issues of equity and access to knowledge by diverse learners. PDS partners model for the professional community the ways in which they teach from multicultural and global perspectives that draw on the histories, experiences, and diverse cultural backgrounds of all people. PDS partners share their knowledge with the professional community about integrating familial aspirations for P–12 students. They demonstrate to colleagues and the community the ways in which they support P–12 students with exceptionalities and those from

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
	groups. PDS partners consider family aspirations in the goal setting for P–12 students.			diverse groups including ethnic, racial, gender, and socioeconomic groups.
Evaluate Policies and Practices to Support Equitable Learning Outcomes.	School and university PDS partners recognize that their curricula, instructional approaches, and assessment strategies affect outcomes for diverse P–12 students and candidates. PDS partners examine multiple and varied assessment approaches to measure learning in the PDS. PDS partners engage families and community in support of P–12 student learning	PDS partnership agreement specifies processes to evaluate the extent to which the PDS partner institutions provide equitable learning opportunities and outcomes, and the ways in which they use results. The PDS partner institutions develop systems to examine how their curricula, instructional approaches, and assessment strategies affect outcomes for diverse P–12 students and candidates. PDS partners use multiple and varied assessment approaches to measure learning in the PDS and university partner. PDS partners develop additional strategies to engage families and community in support of P–12 student learning.	The PDS partnership implements processes to evaluate the extent to which the PDS partner institutions provide equitable learning opportunities and outcomes. Partner institutions evaluate their processes for using results. The PDS partners systematically examine how their curricula, instructional approaches, and assessment strategies affect outcomes for diverse P–12 students and candidates. PDS partners use multiple and varied assessment approaches to measure learning in the PDS. P–12 students and candidates with diverse learning needs show continuing achievement gains. PDS partners engage increasing numbers of families and community members in support of P–12 student learning.	PDS partners use a shared family-student - faculty-candidate approach to set goals for P–12 students and to examine results collaboratively. P–12 student and candidate results indicate that the PDS partnership significantly reduces historic achievement gaps. The PDS partner institutions demonstrate to colleagues and the community how they evaluate the connections between the outcomes achieved by diverse P–12 students and candidates and the curricula, instructional approaches, and assessment strategies used in the PDS and university.
Recruit and Support Diverse Participants.	The PDS partner institutions begin to develop practices and policies to recruit diverse candidates, faculty and other professionals to engage in PDS work. PDS partners examine the opportunities they provide for candidates, faculty, and other professionals to develop and demonstrate their capacity to work well with diverse learners and their families.	The PDS partner institutions implement practices and policies to recruit diverse candidates, faculty, and other professionals to engage in PDS work. The PDS partner institutions begin to develop an array of academic, financial, and social support mechanisms to increase candidates' success. PDS partners seek to expand the partnership by initiating discussions with new PDSs or affiliated schools in diverse communities.	The PDS partner institutions uphold practices and policies to recruit diverse candidates, faculty, and other professionals to engage in PDS work. The PDS partner institutions provide candidates with an array of academic, financial, and social support mechanisms to increase their success. Candidates and PDS partners develop and demonstrate their capacity to work well with diverse learners and their families at partnership sites. The PDS partnership includes PDSs or affiliated schools in diverse communities.	At each PDS and across the PDS partner institutions the partners examine the results of their practices and policies aimed at the recruitment and support of diverse candidates, faculty, and other professionals. Using these results, PDS partners refine their approaches to recruitment and support. PDS partners demonstrate to colleagues and the professional and policy community those practices and policies that increase the capacity of candidates and faculty to work well with diverse learners and their families.

Standard V: Structures, Resources, and Roles—Developmental Guidelines

The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P–12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P–12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
Criteria used to construct levels	*Beliefs, verbal commitments, plans, organization, and initial work are consistent with the mission of PDS partnerships.*	*The PDS partners pursue the mission of a PDS partnership with partial institutional support.*	***The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and reflects what is known about the best practices.***	*Advanced PDS work is sustaining and generative, leading to:* *1. Systemic changes in policy and practice in the partner institutions.* *2. Impact on policy at the district, university, and state levels.*
Establish Governance and Support Structures.	The PDS partner institutions agree to form a professional development school and to develop a joint mission statement. Institutional leaders participate in early discussions and decisions about PDS work.	PDS partner institutions enter into a written agreement that commits the school district, the teacher union or professional education association, and the university to the mission and support of the PDS partnership. The PDS partnership establishes a governing council that represents all PDS partner institutions. The council meets to plan, implement, and monitor the PDS partnership's effectiveness. Institutional leaders demonstrate their commitment to PDS work. Leaders use their positional authority to inform all critical constituencies about PDS work	The PDS partnership is integral to the operation of both the school and the university; the PDS is used in job descriptions, course catalogs, integrated into core values, culture and, in general, is "woven into the fabric" of the partner institutions. A critical mass of participants—both within and across the partner institutions—are engaged in the PDS partnership, including those in leadership and authority positions. The governing council meets regularly and engages a range of faculty, staff, and administrators from partner institutions in systematic oversight of collaborative work. The work, governance, and support structures of the PDS partnership include	PDS participants help create and support an advocacy organization to represent the PDS partnership in local, state, and national arenas. This PDS advocacy organization includes family, community groups, business groups, educational agencies, and lobbyists. The organization lobbies at local, state, and national levels for changes in school and teacher education policy based on research and experiences developed from the use of best practices. PDS partnership governance is smoothly integrated with the governance structures of each partner institution in ways that reflect long-range and stable revenue streams, as well as the simultaneous and mutual renewal of partner institutions. Institutional mechanisms provide the

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
			arts and sciences faculty, as well as family and community groups.	structural support necessary to sustain a culture in which change is normative. Institutional leaders play significant advocacy roles.
Ensure Progress Towards Goals.	PDS partners articulate partnership goals that tie in to local needs and are consistent with the mission of PDSs. The PDS partners agree to place P–12 students' needs at the center of PDS work.	Understanding of the PDS partnership mission spreads to an increasing number of participants. PDS partners conduct some research to assess effectiveness of the PDS partnership, and to evaluate future needs.	The PDS partner institutions implement a process to evaluate needs and effectiveness in light of the PDS partnership's mission.	The PDS partner institutions have established mechanisms for regular review of progress toward initial and developing goals of the PDS partnership, with particular emphasis on the impact of the PDS on P–12 student learning.
Create PDS Roles.	New roles emerge in the PDS partner institutions for those involved in PDS work. PDS partners plan professional development opportunities for faculty and other professionals to develop leadership, inquiry, and other boundary-spanning skills.	A growing number of individuals are engaged in PDS work, although PDS work is often in addition to their regular duties. There is evidence of some training and support. PDS partners have a growing understanding of the complexities of their partnership and the boundary spanning issues that arise.	The PDS partner institutions create and modify existing roles, moving beyond traditional roles and institutional borders to support the PDS mission. Partner institutions encourage, develop, and support boundary-spanning roles. The partner institutions establish job descriptions that include qualifications for entry, performance criteria, and processes for entry and exit. PDS-related work is woven into the regular job descriptions of PDS partners, and is not an "add-on." Participants in these new roles are prepared and supported in them through a range of professional development activities. The reward system, including salaries, incentives, promotion, and tenure, at partner institutions reflects the importance of PDS work.	A mechanism exists to allow for the creation and support of new roles in all PDS partner institutions. Local, state, and national policymakers provide additional financial support for new PDS partnership roles.
Resources.	Partner institutions identify kinds of resources needed to support PDS work.	Partner institutions commit time and other resources to the PDS, but these commitments often rely upon grant	Partner institutions garner and allocate resources to support PDS work. As part of their institutional commitment to the PDS partnership, the partner institutions provide	Partners secure sustained resource support for PDS work from local, state, and national sources.

Element	*Beginning*	*Developing*	***At Standard***	*Leading*
		funding and/or donated time of PDS partners.	participants with specific resources including time, space, incentives, professional expertise, leadership, vision, technology, public relations, and access to community partners to advance the PDS work. PDS partners develop and monitor an annual budget that commits shared resources to the PDS. Adequate resources are available, including budget lines at partner institutions that permit PDS partners to do PDS work during their regular work day.	
Use Effective Communication.	PDS participants see communication as a key goal. They recognize the importance of clear communication mechanisms.	There is evidence of attention to creating effective communication in the PDS partnership among partners and other participants	PDS partner institutions create communication links with the broader school district and university communities. Partners institutions receive and exchange information about PDS work plans, resources, and structures.	Communication mechanisms are in place to disseminate information to various stakeholders within the PDS partnership and to other constituent groups, especially to those who participate in the advocacy organization.

Glossary

Affiliated Schools. P–12 schools that are a part of the PDS partnership's extended community but are not themselves PDSs.

Assessments. Techniques to analyze candidate and student accomplishments against specific goals and criteria. Includes paper-pencil tests, exhibits, interviews, surveys, and observations. Good assessment requires a balance of techniques because each technique is limited and prone to error.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers and other professional educators.

Clinical Practice. Candidates' intensive, long-term school experience in a PDS. Cohorts of candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the instructional and school-based professional roles for which they are preparing. Mentoring and supervision are provided to candidates collaboratively by university and school faculty.

Dispositions. The values, commitments, and professional ethics that influence practices and behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by knowledge bases and beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity. Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

Elements of Standards. The major components of each standard. (See Introduction to PDS Standards)

Equity. PDS partnerships are committed to developing the professional skills, knowledge, and dispositions associated with providing equitable opportunities to learn for all students including those in underserved, economically disadvantaged schools.

Field Experiences. A variety of early and on going field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur in off-campus settings such as schools, community centers, or homeless shelters, as well as in PDSs.

Inquiry. In a PDS, partners engage collaboratively in examining and assessing their practices and the outcomes achieved. By studying phenomena directly related to the teaching/learning process, PDS partners and candidates monitor their own work in order

to improve their performance. Participants raise specific questions, seek to answer them systematically, use their findings to inform practice, and relate their findings to others. PDS inquiry supports change at the individual, the classroom, and the institutional level.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice which under gird practice in a professional development school partnership.

Multiple School PDS Partnership. A PDS partnership in which more than one P–12 school participates. The partnership exists among all the PDSs and a professional education unit. All members of a multiple school PDS Partnership share goals, policies, and expectations for outcomes. Together they form a learning community, collaborate among the multiple sites, have common mechanisms for accountability and quality assurance, and are committed to diversity and equity. The multiple school PDS partnership has developed roles, structures, and resources appropriate to its mission. Sites in a multiple school PDS partnership are engaged in common PDS work.

NBPTS. The National Board for Professional Teacher Standards, an organization of teachers and other educators that has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Other Professional Personnel. Educators who provide professional services other than teaching in schools and the university. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists, deans, associate deans, and department chairs.

Professional Development School (PDS). A P–12 school, or schools, in partnership with a professional education unit with a mission to prepare new teachers and other educators, support professional development, support inquiry directed at the improvement of professional practice, and improve student learning.

PDS Agreement. An agreement which commits the P–12 school or schools, school district, teacher union or professional education association, the professional education unit, and university to the mission of a PDS partnership.

PDS Partners (Partners). School and university faculty and other professional personnel with principal responsibility for carrying out the work of the PDS Partnership. School faculty are licensed in the fields they teach or supervise.

PDS Partnership. A special relationship between a professional education unit in a college or university and a P–12 school or schools, whose purpose is to support the preparation of new teachers and other educators, professional development, inquiry directed at the improvement of professional practice, and improved student learning in

the context of PDSs and the professional education unit. The PDS partnership includes other partner institutions, specifically, the university, the school district, and the professional education association or teacher union.

PDS Partner Institutions. Those institutions that are party to the PDS Partnership agreement (i.e., professional education unit, university, school(s), school district, teacher union or professional education association).

PDS Participants. Includes PDS partners, candidates, students in the PDS(s), and other members of the PDS partnership extended community (arts and sciences faculty, parents and families, members of the community).

PDS Work. Professional work undertaken by PDS partners and candidates that simultaneously focuses on meeting students' needs and supporting the learning of faculty and candidates. Such work is characterized by collaboration, inquiry, accountability, and learning in the context of practice.

Standards. PDSs have a unique role in the preparation and development of professionals and school reform. Dedicated to the support of good teaching and learning, they serve as "standards bearing institutions" - committed to implementing professional standards for teachers, curriculum content standards, student learning standards, and school and university standards.

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Eastern New Mexico University/Washington Avenue School
Portales, NM

Kansas State University/Manhattan High School
Manhattan, KS

Kent State University/Allen Elementary
Canton, OH

Maryville University/Parkway South High School
St. Louis, MO

North Carolina Central University/Governor Morehead School for the Blind
Durham, NC

Northern New Jersey PDS Consortium
Montclair State University/Montclair HS/Dumont HS/Paramus HS
Upper Montclair, NJ

San Jose State University/Washington Professional Development School
San Jose, CA

Towson University-Owings Mills Elementary Professional Development School
Towson, MD

University of North Carolina-Chapel Hill/Chatham County At-Risk Dropout Prevention
Pittsboro, NC

University of North Dakota/Lake Agassiz Elementary School
Grand Forks, ND

University of Colorado-Denver/Northglenn High School
Northglenn, CO

University of Louisville/Fairdale High School
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